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ABSTRACT

One major stumbling block to the development of innovative English teachers lies in the basic design of teacher education programs. Most prospective teachers of English usually take no more than one course which deals explicitly with the methods of teaching English, while 80 to 85 percent of teacher preparation deals with content areas. The content-oriented classes are generally characterized by a limited set of teaching strategies involving lecture, discussion, and recitation. Methods instructors, when faced with the task of preparing prospective teachers in a variety of techniques and approaches, fall into the content trap by resorting to lectures. If the assumption that encountered models have the largest cumulative effect on shaping attitudes has any validity, the prospective teacher needs direct contact with teachers who use a variety of instructional strategies. (RB)

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[illegible] the University of [illegible] one which [illegible], I would be lucky to get into [illegible] student-teachers [illegible]. [illegible] certain that [illegible] col- [illegible] there [illegible] whole [illegible]. In [illegible] political/ [illegible]

[illegible] teachers of English [illegible] participate in [illegible]

[illegible] with the [illegible] English. [illegible] which [illegible] basis for [illegible]. [illegible] considers that [illegible] in these content- [illegible] ([illegible]), it is not surprising that [illegible]

or that lecture, recitation and discussion account for [illegible] of activity in most English classrooms. Indeed, rather than railing at the lack of preparing teachers, one might easily assume that we have succeeded only too well.

A closely related problem is the methods class itself. Faced with the [illegible] and approaches [illegible] of English, many methods instructors fall into the [illegible] trap. That is, in the press to cover a wide range of concepts and [illegible], the instructor [illegible] to talk about techniques, to talk about the [illegible] in [illegible] which the [illegible] class [illegible] teaching will [illegible] basic [illegible].

Although [illegible] to [illegible] alleviating some of the problem areas. [illegible] micro-teaching [illegible] the teaching process. If the [illegible]

[illegible] recommendation must be to influence the models [illegible] teacher programs. In all of these courses, but especially [illegible] Multicultural Education, the prospective teacher needs to experience [illegible] who employ a broader variety of teaching strategies. The [illegible] possibility [illegible] the college condition of children and [illegible] have not of sufficient effect on how our [illegible] will teach. It is conceivable that cooperation [illegible] at local dis-

[illegible]

[illegible] of [illegible] concepts. For the most part, prospective teachers of English enter teacher training programs because they love literature and because they want to teach English. Most preservice level teachers have great difficulty in applying non-subject matter specific concepts to subject oriented activities. [illegible] concepts up [illegible] people [illegible] the learning [illegible] concept [illegible] to [illegible] to participation in reading. What I am suggesting [illegible] most teachers of English are little [illegible] to [illegible] little [illegible] [illegible] teaching process learned [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] in the development of the prestudent teaching experiences lies in the attitude [illegible] approach [illegible] in the methods element. Increasing the number of experiences without changing the nature of those experiences will accomplish little. If the prospective teacher continues only to hear about and [illegible] techniques and procedures, the probability of that teacher using these techniques and procedures [illegible] in her teaching is negligible. What the individual finally does [illegible] is related closely to the attitudes, concepts [illegible] he brings to the [illegible] task. The methods element must [illegible] in all three of [illegible].

[illegible] University of Pittsburgh [illegible]

[illegible] positive reinforcement appreciation and being able to implement them, [illegible] planning and [illegible] able to plan effectively, [illegible] able to implement [illegible] participatory [illegible] integral part of the curriculum.

The results of our efforts to expand practicum opportunities, to provide more diverse teaching models and to promote a closer articulation between theory and practice and between student and [illegible] have been [illegible]. The pro-

[illegible] overall process, allele.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]